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ABSTRACT

The Comprehensive Basic Skills Program Review was designed by the New Jersey State Department of Education to provide a diagnosis of problems contributing to inadequate achievement in the basic skills. Local program reviews followed the state developed process and were conducted by many schools. The process analyzed the existing school programs and practices in relationship to the factors that are associated with successful achievement in basic skills. Preliminary analyses of program reviews showed that, although schools were making sincere efforts to improve educational programs, certain areas needed improvement. Following the completion of the evaluation process, remedial plans were developed and implemented by each of the 169 schools reviewed. Subsequent reviews undertaken in 1981 demonstrated that dramatic gains were made in basic skills achievement. (Author/MK)

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INTERIM REPORT

CONCERNING SCHOOLS INVOLVED

IN THE COMPREHENSIVE BASIC SKILLS REVIEW PROCESS

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July 1981

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Although basic skills have improved statewide since 1978, there remained in 1980 certain schools in which performance had remained stable or declined and in which less than 65% of the students had met the basic skills standards. One hundred and sixty-nine schools out of 2,451 in the state fell into this category.

The Comprehensive Basic Skills Program Review was designed by the Department of Education to provide an in-depth diagnosis of problems contributing to inadequate achievement in the basic skills. The process analyzed the existing school program and practices in relationship to those factors identified through research as associated with successful achievement in basic skills. These factors included school policies and practices, staff knowledge and attitudes, methods of instruction, time-on-task and parent and community involvement. Therefore, the review team looked at schoolwide policies and practices as well as the formal basic skills program. The review team's instrument developed by the department focused its attention on the significant factors (See Appendix A).

Through this structured process, involving more than 500 educators and community members from across the state, 110 schools were provided with recommendations that had a high probability of improving performance in basic skills.

Local Program Reviews (LPR) following the state developed process but using internal teams were conducted in most of the 59 other schools identified through the classification process.

Thirty-one of these schools were in Newark.

Twenty-eight schools of the 169 rebutted the designation as having serious problems based on other test scores or the existence of a remedial plan. However, most of these schools conducted Local Program Reviews.

Preliminary analysis of these comprehensive program reviews showed that schools are making sincere efforts to improve educational programs. However, much needed to be done in the following areas:

1. Increasing the involvement of parents in the education of their children.
2. Coordinating basic skills programs and personnel.
3. Increasing the amount of time students spend studying basic skills.
4. Focusing major attention on aligning the basic skills curriculum. This involves ensuring that the objectives of the basic skills programs are the basis for actual classroom instruction and assessment.
5. Identification of each student's needs.
6. Increased involvement of the principal in the basic skills program.
7. Increasing the focus on the developmental program as a means for reducing the need for remediation.
8. Developing or clarifying board of education policies

. related to basic skills improvement.

9. Increasing teacher in-service in the basic skills content area for all staff.
10. Implementing procedures to improve teacher and student attendance.

While there were many problems associated with low achieving schools, there were also strengths which were common. Discipline did not appear to be a major problem in these schools as a whole. Teachers were providing strong instructional leadership in the classroom. This is further supported by an instructional program which had a high degree of student involvement in classroom learning experiences.

Following the completion of the Comprehensive Basic Skills Review process, remedial plans were developed by each school; however, the schools did not wait to initiate changes until the plans were completed and reviewed. Many changes were underway by early November in these schools. Although each school differed in terms of implementation, some patterns in remedial activities can be identified.

The focus of solving the basic skills problems was shifted from the central office to the school. Many teachers worked with building administrators to improve basic skills programs. Principals became more involved in the instructional programs of the schools. Some districts provided in-service for principals to assist them in instructional leadership roles.

Central office and school staff emphasized the developmental program as the means for preventing the need for remediation. Communication was improved among classroom, remedial and ESL teachers. High schools incorporated reading in the content areas. The time devoted to basic skills instruction was increased.

Work was begun on better coordination of the curriculum in basic skills. Efforts were made to reach out and increase the involvement of parents.

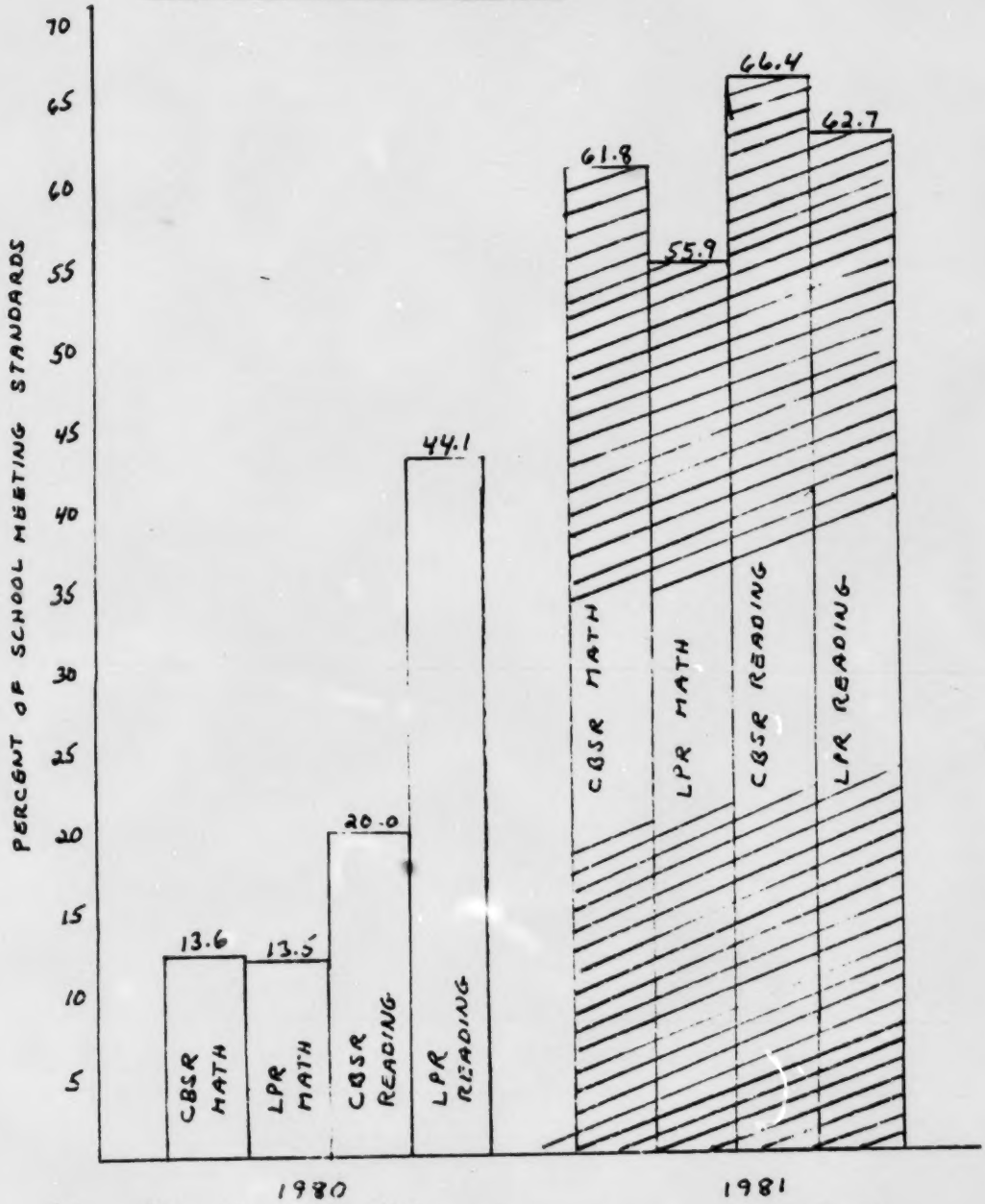
County offices and EICs worked with CBSR schools and those conducting Local Program Reviews throughout the year to assist in the development of remedial plans, and initiate activities. The remedial plans suggest that significant additional changes are planned for next year. These include:

1) Greater involvement of principals in the selection of staff
2) In-depth in-service for principals and teachers
3) Plans to reduce class size for basic skills instruction
4) Increases in basic skills funding
5) Further efforts to coordinate programs and align curriculum.

Results

The 1981 MBS scores of the 169 schools identified through the classification process in 1980 as having serious problems in basic skills were analyzed. Dramatic gains were found for both the schools involved in the CBSR process and the LPR process. In four schools, 100% of the students met the state standard in 1981 in reading and/or math.

Percent of schools meeting the state standards in 1980 and 1981

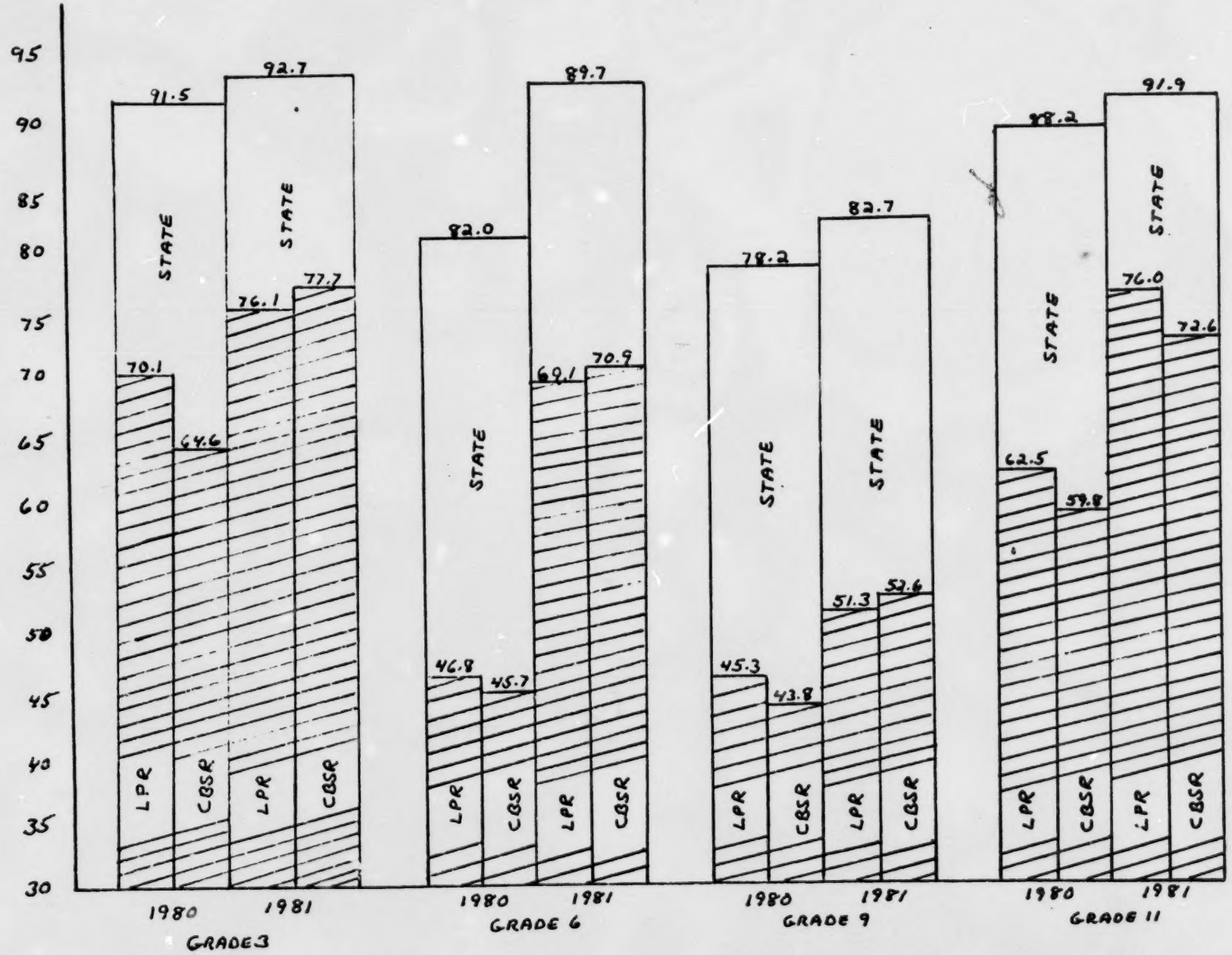


In 1980, 22 of the 110 CBSR schools met or exceeded the state standard in reading and 15 of the 110 met or exceeded the standard in math. In 1981, 73 of 110 and 68 of 110 met or exceeded the standards in reading and math respectively. In 1980, 26 of 59 LPR schools and 8 of 59 met or exceeded the standards in reading and math, respectively. In 1981, 37 of 59 and 33 of 59 met or exceeded the standards respectively. In one year the number of schools with serious problems in reading and/or math has been reduced by approximately half. Schools which participated in the CBSR Process showed the greatest progress.

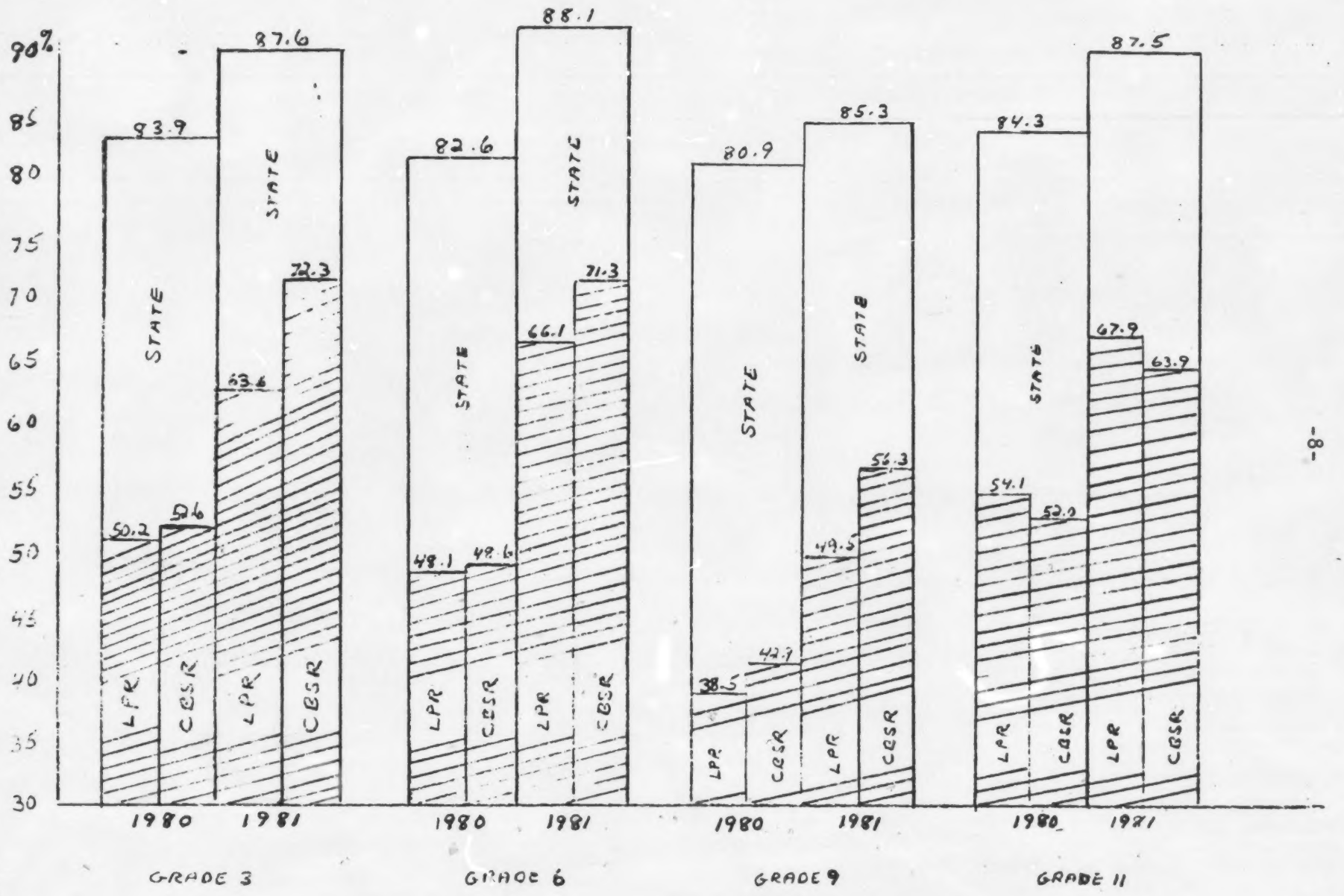
Table #1, 1981

	Schools which participated in CBSR			Schools which used LPR		
	% of schools meeting standard	average % of students passing	change in % passing	% of schools meeting standard	average % students passing	change in % passing
Reading	66.36	71.03	+15.66	62.71	73.88	+12.85
Math	61.82	68.45	+19.35	55.93	65.50	+15.76
			N=110			N=59

Analysis of the scores by grade level showed the greatest gains in both reading and math at the sixth grade level. In general, the ninth grade scores showed the smallest gains. CBSR schools while scoring consistently lower at all grade levels in 1980 equaled the performance of LPR schools at all grade levels except eleventh grade, in 1981.



PERCENT OF PUPILS MEETING THE MINIMUM STANDARD IN READING IN 1980 AND 1981



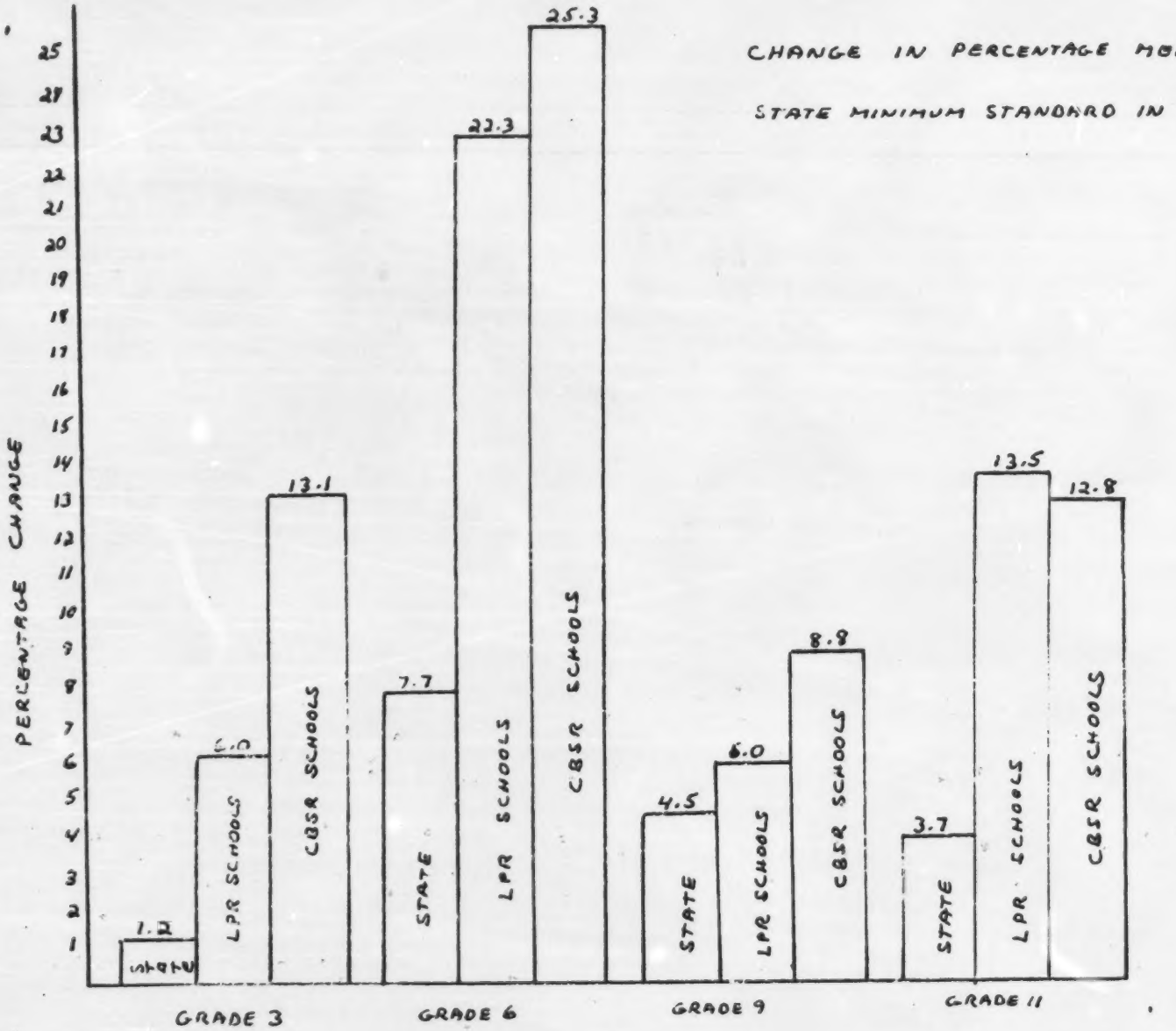
PERCENT OF PUPILS MEETING THE MINIMUM STANDARD IN MATH IN 1980 AND 1981

Table #2, 1981

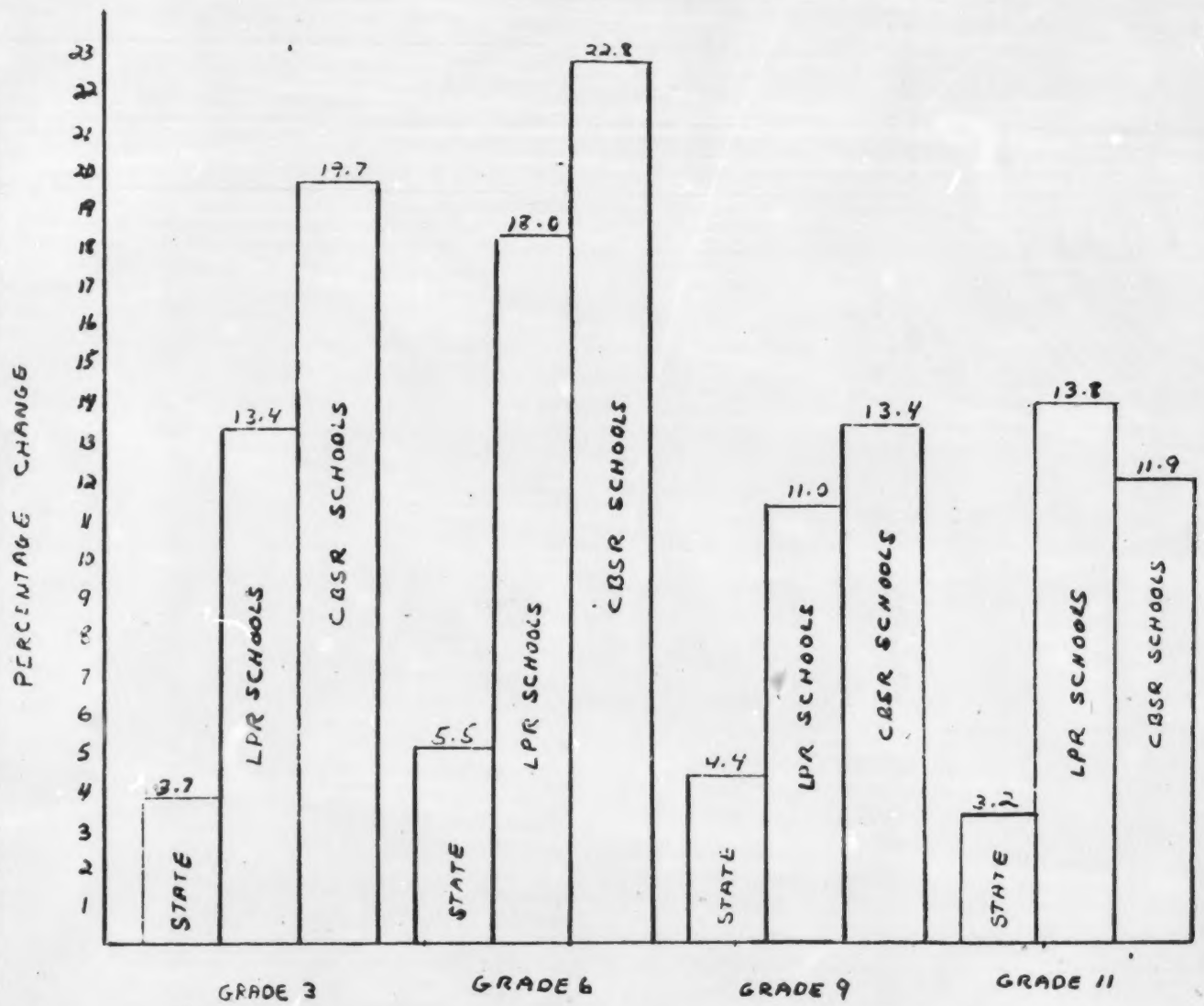
Reading	CBSR Schools	Change in % passing	LPR Schools	Change in % passing
Grade 3	77.65	+ 13.09	76.08	+ 6.02
6	70.94	+ 25.26	69.14	+ 22.27
9	52.58	+ 8.83	51.27	+ 5.97
11	72.55	+ 12.75	76.01	+ 13.49
Math Grade 3	72.30	+ 19.68	63.63	+ 13.41
6	71.33	+ 22.76	66.11	+ 18.03
9	56.25	+ 13.38	49.50	+ 11.04
11	63.86	+ 11.88	67.91	+ 13.84

The elementary schools have made the greatest progress in improving performance in basic skills especially those involved with the CBSR process. The difference was even more pronounced when consideration was given to the drop-off rate in many of these high schools. Between ninth and eleventh grade it is usual for 30-60 percent of the freshman class to leave school. Since the higher achieving students are more likely to remain in school this may account for the higher eleventh grade test scores in these schools.

When compared to statewide results, CBSR and LPR schools showed higher average change in percentage passing at all grade levels.


CHANGE IN PERCENTAGE MEETING THE
STATE MINIMUM STANDARD IN READING 1980 TO 1981
PERCENTAGE CHANGE
1.2
STATE
6.0
LPR SCHOOLS
13.1
CBSR SCHOOLS
7.7
STATE
22.3
LPR SCHOOLS
25.3
CBSR SCHOOLS
4.5
STATE
6.0
LPR SCHOOLS
8.8
CBSR SCHOOLS
3.7
STATE
13.5
LPR SCHOOLS
12.8
CBSR SCHOOLS
GRADE 3
GRADE 6
GRADE 9
GRADE 11

CHANGE IN PERCENTAGE MEETING THE STATE MINIMUM STANDARD IN MATH 1980 TO 1981



Conclusions

The progress made by schools with serious basic skills problems this year clearly shows that achievement can be dramatically improved. The Comprehensive Basic Skills Review Process and the Local Review Process assisted schools identify practices which were not congruent with practices in effective schools. Local professionals used the information to mobilize an effective attack on the basic skills problems. Elementary schools have gone a long way toward solving the problems associated with basic skills. High schools in the group have made progress; however, progress must be continued to prevent an increased drop-out rate and failure of many students to meet graduation requirements.

APPENDIX A

LIST OF FACTORS USED TO GUIDE THE COMPREHENSIVE PROGRAM REVIEW

The factors used in the guidelines for the comprehensive program review teams were derived from research showing relationships between the alterable aspects of a school's program and student performance in the basic skills. Literally hundreds of research studies describing dozens of different factors have been reported in the research literature. Synthesizing these studies for use in this process was difficult because researchers use different labels to describe the same (or very similar) factors. Moreover, the research results in some areas are contradictory and inclusive. The materials, therefore, include only those factors and variables reported in the literature for which there appears to be consistent support. A bibliography of the research literature that was used to determine factors is at the end of this Appendix.

In addition to research support, the educational utility of the factors was considered in the selection process. That is, a second major criterion for including a factor was the utility of the concept for helping schools improve their educational programs. Educational utility is defined as consisting of three essential features: 1) reviewers and educators in the local school situation can understand the description of the factor and relate it to an aspect of the local educational program; 2) they can analyze programs in terms of the factor and suggest possible avenues for improvement; and 3) such improvements should logically lead to increased student performance in the basic skills. Pilot tests were conducted to insure the educational utility of these factors and their associated questions.

The comprehensive program review process involves the examination of these factors in a school through interviews with school staff, parents and students and analysis of relevant documents. The judgment of the reviewer obviously plays an important role in the review process. The process is designed to focus the reviewer's attention on specific aspects of the school's program that may need to be improved in order to increase student performance in the basic skills. The reviewer decides which methods to use to collect relevant information and uses professional judgment in reaching conclusions and making recommendations.

In the final analysis, considerable care should be taken to avoid overemphasis on the importance of any single weakness discovered in the school's program. Even schools with superior basic skills programs may find room for improvement in one area or another. Furthermore, a piecemeal effort to strengthen a particular problem area may have little or no effect on student learning. Significant improvements are more likely to result from a school-wide effort to strengthen the educational program in a number of areas.

The factors which have been identified as affecting student learning in basic skills are:

A. District Policies and School Management Priorities

1. Basic Skills Policies - The district has well-defined policies in basic skills, the school has clearly stated improvement objectives, and there is evidence of school-wide commitment to improving basic skills instruction.

2. Discipline Policies - The school has a discipline code approved by the board of education with clear standards for behavior; it is communicated to all members of the school community; it is enforced by the school staff, and it is viewed as fair and consistently applied in all cases.

3. Staff Development Procedures - The school administration has a strong commitment to improving the skills of the staff; staff development programs are planned and conducted in collaboration with the teaching staff, and in-service training programs are evaluated and revised over time.

4. Decision-Making Procedures - The school has formulated procedures for decision-making with reference to basic skills instruction and decision-making procedures are established within the school (e.g., curriculum planning committees).

B. Staff Knowledge, Attitudes and Expectations

1. Teacher Knowledge of Instructional Content - The staff is knowledgeable about the structure and substance of the reading and math content they are responsible for teaching.

2. Staff Attitudes Toward the Basic Skills Program - The staff agrees with the overall priority placed on basic skills instruction, the goals of the program and the content and methods used.

3. Principals' Attitudes Toward their Role - Principals place high priority on the role of instructional leadership and play an active professional role in the basic skills programs of the school.

4. Staff Expectations About Student Learning - Administrators and teachers believe all students are capable of mastering the basic skills, avoid the use of negative labels for students and use positive techniques (e.g., rewards and praise) to motivate students to learn.

C. The Basic Skills Program

1. The instructional program includes:

   - definition of expected outcomes
   - referenced instruction/materials
   - criterion-referenced assessment
   - district, school and classroom student record keeping systems based on defined outcomes

2. Instructional management includes:

   - classroom-teacher-managed instruction
   - strong direct leadership by teachers
   - flexible grouping of students
   - positive methods of control
   - in-class compensatory education
   - lack of classroom disruption

D. Instructional Time

1. Time in Basic Skills Instruction - The school allocates sufficient instructional time to the teaching of reading and math and, when necessary, increases this time to provide for additional instruction.

2. Classroom Instructional Time - Teachers use the time allocated to the teaching of reading and math by applying effective strategies for organizing and managing the learning environment.

3. Student Engaged Time - In reading and math instruction, students spend a high proportion of their scheduled time actively engaged in academic work.

E. Parent and Community Relations

1. Parent and Community Relations and the Basic Skills Program - The school communicates with parents and community members about the basic skills program (e.g., student expectations, content of instruction, evaluation, reporting system) and, in addition, encourages parents to communicate with the school and become involved with the instructional program.

2. Parent and Community Relations and the Non-Instructional Processes - The administration and teachers communicate with the parents and community regarding school policies and practices and they encourage active participation of parents for the purpose of providing a safe, pleasant and effective learning environment.

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CBSR VISITED SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
ATLANTIC	EGG HARBOR CITY	PHILADELPHIA AVE	69.2309	96.875	27.6442	90.0000	97.500	7.500
ATLANTIC	PLEASANTVILLE CITY	PLEASANTVILLE HIGH	55.5814	71.390	15.8083	38.6792	62.125	23.446
ATLANTIC	PLEASANTVILLE CITY	DECATUR AVENUE	54.3479	89.130	34.7826	58.6957	91.304	32.609
ATLANTIC	PLEASANTVILLE CITY	LEEDS AVENUE	62.1212	90.566	28.4448	57.5758	79.245	21.670
ATLANTIC	PLEASANTVILLE CITY	SOUTH MAIN STREET	56.4385	88.462	31.9730	39.6947	84.615	44.921
CAMDEN	CAMDEN CITY	WOODROW WILSON HIGH	42.0103	53.938	11.9273	35.6488	51.750	16.102
CAMDEN	CAMDEN CITY	PYNE POYNT MIDDLE	27.0588	37.302	10.2428	27.8431	35.317	7.474
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL MID	53.1429	83.571	30.4286	32.8736	77.143	44.269
CAMDEN	CAMDEN CITY	BONSALL	69.6774	92.517	22.8396	51.2658	83.673	32.408
CAMDEN	CAMDEN CITY	COOPERS POYNT	60.8696	80.723	19.8533	37.6812	68.675	30.994
CAMDEN	CAMDEN CITY	DAVIS ELEM	43.1818	71.094	27.9025	29.5455	66.667	37.121
CAMDEN	CAMDEN CITY	DUDLEY	89.8551	87.755	-2.1000	73.2394	85.714	12.475
CAMDEN	CAMDEN CITY	HATCH MIDDLE	37.7551	59.466	22.1111	32.7703	40.656	7.885
CAMDEN	CAMDEN CITY	LANNING SQUARE	62.5000	93.548	31.0484	56.2500	90.323	34.073
CAMDEN	CAMDEN CITY	NICKLE	61.2903	78.947	17.6570	22.5806	65.789	43.209
CAMDEN	CAMDEN CITY	MORGAN VILLAGE MIDDLE	39.0572	69.328	30.2709	41.8301	66.102	24.272
CAMDEN	CAMDEN CITY	POWELL	53.5714	72.222	18.6508	32.1429	83.333	51.190
CAMDEN	CAMDEN CITY	SUMNER	67.6056	92.308	24.7021	44.4444	80.769	36.325
CAMDEN	CAMDEN CITY	U S WIGGINS	60.4651	76.829	16.3642	43.0233	67.073	24.050
CAMDEN	CAMDEN CITY	WHITTIER	85.3659	83.333	-2.0325	24.3902	83.333	58.943
CAMDEN	CAMDEN CITY	WILSON	53.0120	64.179	11.1671	36.9048	55.224	18.319
CUMBERLAND	BRIDGETON CITY	QUARTER MILE LANE	86.6667	100.000	13.3333	70.0000	100.000	30.000
CUMBERLAND	BRIDGETON CITY	WEST AVE	62.5000	58.824	-3.6765	37.5000	58.824	21.324
CUMBERLAND	LAWRENCE TWP	MYRON L POWELL	78.4615	94.118	15.6561	69.2308	98.039	28.808

CBSR VISITED SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
ESSEX	ESSEX CTY VOC	ESSEX CO VOCATIONAL S	62.9213	66.9421	4.0209	60.6742	69.0093	8.334
ESSEX	ESSEX CTY VOC	ESSEX CO VOCATIONAL I	52.0179	50.4464	-1.5715	42.6667	55.8036	13.137
ESSEX	ESSEX CTY VOC	ESSEX CO VOC NEWARK-S	29.4372	41.6031	12.1658	22.5108	33.9695	11.459
ESSEX	ESSEX CTY VOC	ESSEX CO VOC NEWARK-N	73.5043	76.5799	3.0757	58.5470	70.8955	12.349
ESSEX	IRVINGTON TOWN	FRANK H MORRELL HIGH	56.6038	76.0234	19.4196	45.4137	59.2955	13.882
ESSEX	IRVINGTON TOWN	GROVE STREET	44.7368	71.6395	26.9527	30.0752	69.8630	39.788
ESSEX	NEWARK CITY	BARRINGER H	42.9630	51.1579	8.1949	43.9163	33.1924	-10.724
ESSEX	NEWARK CITY	CENTRAL HIGH	32.7768	41.7722	8.7953	25.6121	33.1259	7.513
ESSEX	NEWARK CITY	MALCOLM X SHABAZZ HIGH	40.1592	57.2215	17.0333	39.7742	58.1492	18.375
ESSEX	NEWARK CITY	VAILSBURG H	47.0452	59.2934	12.2087	43.3735	45.5677	2.194
ESSEX	NEWARK CITY	WEQUAHIC H	41.3631	46.8997	5.5366	36.2456	40.7674	4.522
ESSEX	NEWARK CITY	WEST [illegible] H	34.4522	35.4515	-1.0007	27.0270	35.7993	8.771
ESSEX	NEWARK CITY	BROADWAY JR H	25.3003	43.8679	18.8679	22.8972	46.6667	23.769
ESSEX	NEWARK CITY	BERGEN STREET	46.7742	52.4324	5.6582	29.8913	38.3794	8.487
ESSEX	NEWARK CITY	BROADWAY	40.0000	58.4270	18.4270	28.9340	58.9888	30.055
ESSEX	NEWARK CITY	LINCOLN	43.0893	62.7803	19.0909	36.8932	49.7759	12.883
ESSEX	NEWARK CITY	SOUTH STREET	62.2222	86.6667	24.4444	35.5556	73.3333	37.778
ESSEX	ORANGE CITY	ORANGE HIGH	50.9595	58.2222	7.2627	41.0638	54.3237	13.260
ESSEX	ORANGE CITY	CLEVELAND STREET	63.7931	90.7692	26.9761	43.1034	90.9091	47.806
ESSEX	ORANGE CITY	HEYWOOD AVENUE E. S.	46.1724	77.2277	22.0553	62.0690	86.1346	24.070
ESSEX	ORANGE CITY	LINCOLN AVENUE	37.5723	69.7942	32.2119	35.0877	59.5406	33.753
ESSEX	ORANGE CITY	CLAYTON MIDDLE M. S.	66.6667	94.3132	27.6515	75.0000	92.0455	17.045
GLOUCESTER	CLAYTON BORO	SHADY LANE	76.2376	82.4742	6.2366	56.4356	76.0417	19.606
GLOUCESTER	DEPTFORD TWP	JAMES J FERRIS	39.4245	54.0830	14.6585	44.8571	58.9744	14.117
HUDSON	JERSEY CITY	LINCOLN	48.0000	51.2640	3.2640	40.2077	42.9737	2.77

CBSR VISITED SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
HUDSON	JERSEY CITY	WILLIAM L DICKINSON	57.9395	60.4814	2.5419	59.6026	71.4724	11.8697
HUDSON	JERSEY CITY	NUMBER 15 WHITNEY	37.3041	41.5541	4.2500	33.0189	40.8784	7.8595
HUDSON	JERSEY CITY	NUMBER 18	52.4302	68.7500	15.9198	52.8302	72.9167	20.0865
HUDSON	JERSEY CITY	NUMBER 23	45.9129	61.7886	14.2758	60.0000	59.3496	-0.6504
HUDSON	JERSEY CITY	NUMBER 24	29.7170	62.2340	32.5171	33.9623	68.2540	34.2917
HUDSON	JERSEY CITY	NUMBER 26	63.1579	83.9779	20.8200	62.5731	74.0331	11.4600
HUDSON	JERSEY CITY	RAFAEL DE J CORDERO 3	35.4680	59.5745	24.1065	32.5123	62.7660	30.2536
HUDSON	JERSEY CITY	NUMBER 41	32.7138	48.2890	15.5752	33.5421	46.3878	12.8057
HUDSON	JERSEY CITY	SUMMIT NO. 42 E. S.	63.0435	60.4651	-2.5784	66.6667	69.7674	3.1008
HUDSON	JERSEY CITY	JAMES F MURRAY 38	59.3583	77.7778	18.4195	61.7021	86.8932	25.1911
HUDSON	JERSEY CITY	JOSEPH H BRENSINGER 1	66.3712	70.2290	3.3576	76.6871	77.0992	0.4121
HUDSON	JERSEY CITY	JOTHAM W WAKEMAN 6	62.4415	94.4056	31.5641	69.7297	97.9021	28.1724
HUDSON	UNION CITY	THOMAS A EDISON	57.0796	72.3958	15.3162	56.8889	70.9333	13.9444
HUDSON	UNION CITY	ROBERT WATERS	67.0330	70.1149	3.0820	63.7363	71.9101	8.1738
MERCER	TRENTON CITY	TRENTON CENTRAL HIGH	54.4776	65.0582	10.5806	44.0597	50.5000	2.4403
MERCER	TRENTON CITY	NUMBER 5 JR HIGH	42.3729	54.1985	11.8256	46.1538	56.4885	10.3347
MERCER	TRENTON CITY	CADWALADER	49.5238	68.6275	19.1036	51.4286	69.6078	18.1793
MERCER	TRENTON CITY	GRANT	35.9375	50.0000	14.0625	40.6250	41.2587	0.6337
MERCER	TRENTON CITY	GREGORY	44.5455	54.0541	9.5086	43.2432	61.2613	18.0180
MERCER	TRENTON CITY	MONUMENT	50.4202	69.3878	18.9676	39.0756	55.5122	16.5366
MERCER	TRENTON CITY	PAUL ROBESON E.S.	53.1746	56.3218	3.1472	42.9571	40.2299	-2.6273
MIDDLESEX	MIDDLESEX CTY VOC	COUNTY VOCATIONAL-NEW	45.9854	69.1781	23.1927	40.1460	70.5479	30.4020
MIDDLESEX	MIDDLESEX CTY VOC	COUNTY VOCATIONAL-WOO	61.0390	85.1852	24.1462	63.6364	92.5926	28.9562
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK SR HIGH	51.5909	60.8491	9.2581	37.5854	54.8694	17.2839

CBSR VISITED SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
MIDDLESEX	NEW BRUNSWICK CITY	LIVINGSTON	71.2871	82.474	11.1871	64.4465	69.7917	5.1452
MIDDLESEX	NEW BRUNSWICK CITY	NATHAN HALE	63.0435	73.810	10.7560	55.4348	65.8824	10.4476
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH	63.5792	68.922	5.2431	62.9717	75.3133	12.3416
MIDDLESEX	PERTH AMBOY CITY	MIDDLE SCHOOL	42.3810	76.796	34.4146	72.3810	91.7582	19.3773
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E SHULL	37.6404	76.331	38.6909	56.7416	88.1657	31.4241
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH	60.0000	70.270	10.2703	61.0909	75.2599	14.1690
MONMOUTH	ASBURY PARK CITY	BANGS AVENUE	51.7986	67.544	15.7453	32.1429	39.4737	7.3309
MONMOUTH	ASBURY PARK CITY	MIDDLE SCHOOL	19.4595	58.378	18.9162	49.1992	45.7296	-3.4695
PASSAIC	PASSAIC CITY	PASSAIC HIGH	52.7125	69.280	16.5675	43.2482	59.8493	16.6011
PASSAIC	PASSAIC CITY	NUMBER 1 THOMAS JEFFE	66.3551	90.909	24.5540	48.5981	92.0455	43.4473
PASSAIC	PASSAIC CITY	NUMBER 3 FRANKLIN	76.7742	85.093	8.3190	55.4140	77.3006	21.8866
PASSAIC	PASSAIC CITY	NUMBER 6 LAFAYETTE	48.1259	66.387	18.2614	47.5000	67.2269	19.7269
PASSAIC	PASSAIC CITY	NUMBER 7 GRANT	44.6809	92.105	47.4244	57.4468	94.7368	37.2900
PASSAIC	PASSAIC CITY	NUMBER 8 PULASKI	76.7931	84.506	11.5927	51.6684	85.0575	33.4091
PASSAIC	PATERSON CITY	NUMBER 10 ROOSEVELT	57.1922	83.893	26.1004	52.5974	80.5369	27.9395
PASSAIC	PATERSON CITY	JOHN F KENNEDY HIGH	54.2605	66.342	12.0814	60.0306	66.2174	6.1868
PASSAIC	PATERSON CITY	EASTSIDE HIGH	39.4541	49.451	9.9969	35.4082	52.2099	16.8017
PASSAIC	PATERSON CITY	NUMBER 3	50.0000	50.000	0.0000	51.6129	48.5714	-3.0415
PASSAIC	PATERSON CITY	NUMBER 4	40.9091	50.584	9.5791	50.9304	59.0543	8.0839
PASSAIC	PATERSON CITY	NUMBER 6	49.4737	75.316	25.9424	55.7895	72.0497	16.2602
PASSAIC	PATERSON CITY	NUMBER 8	35.9649	58.140	22.1746	29.2035	64.7059	35.5023
PASSAIC	PATERSON CITY	NUMBER 10	50.4587	71.622	21.1629	51.6129	60.3604	8.7475
PASSAIC	PATERSON CITY	NUMBER 11	58.2090	78.431	20.2224	53.7313	78.4314	24.7000
PASSAIC	PATERSON CITY	NUMBER 12	38.3886	49.754	11.3651	36.3208	56.6502	20.3295
PASSAIC	PATERSON CITY	NUMBER 14	55.0725	84.906	29.8332	46.3768	86.7925	40.4156

CBSR VISITED SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
PASSAIC	PATERSON CITY	NUMBER 15	48.4848	74.699	26.2139	56.0345	74.6988	18.6643
PASSAIC	PATERSON CITY	NUMBER 17	79.6610	97.872	18.2113	55.9322	97.8723	41.9401
PASSAIC	PATERSON CITY	NUMBER 20	60.1124	83.041	22.9285	65.9218	72.5146	6.5928
PASSAIC	PATERSON CITY	NUMBER 24	68.4211	79.825	11.4035	77.6596	83.3333	5.6738
PASSAIC	PATERSON CITY	NUMBER 26	70.0680	87.500	17.4320	70.0680	89.3750	19.3070
SOMERSET	SOMERSET COUNTY VOC	SOMERSET COUNTY VOC-T	67.3684	88.991	21.6224	64.2105	74.3119	10.1014
UNION	ELIZABETH CITY	ELIZABETH H. S.	61.1291	81.725	20.5954	64.6325	82.5417	17.9092
UNION	ELIZABETH CITY	THOMAS EDISON VOC-TEC	46.5517	67.541	20.9893	55.9859	76.2542	20.2683
UNION	ELIZABETH CITY	NUMBER 2 ALEXANDER HA	64.6552	86.677	22.0421	70.2586	89.4977	19.2391
UNION	HILLSIDE TWP	HILLSIDE HIGH	74.2747	77.083	2.8087	73.1141	72.9679	-0.1463
UNION	HILLSIDE TWP	WALTER O KRUMBIEGEL	79.7619	100.000	20.2381	59.2914	99.3076	40.1162
UNION	PLAINFIELD CITY	WOODLAND	67.2269	93.617	26.3931	66.3366	93.6170	27.2305

LPR SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
BERGEN	ENGLEWOOD CITY	ROOSEVELT	73.1183	100.000	26.882	61.2703	100.000	38.710
BURLINGTON	BURLINGTON CITY	ELIAS BOUDINOT	86.1111	96.552	10.441	38.8889	93.103	54.215
BURLINGTON	PEMBERTON TWP	BROTHERHOOD SCH E.S.	73.9130	83.333	9.420	60.8696	75.000	14.130
CAMDEN	CLEMENTON BORO							
CAMDEN	PENNSAUKEN TWP	ALBERT E BURLING	73.4594	95.455	21.995	69.3878	93.182	23.794
CUMBERLAND	DOWNE TWP	DOWNE TWP ELEMENTARY	64.4444	87.500	23.056	49.8889	87.500	38.611
ESSEX	EAST ORANGE	CLIFFORD J SCOTT HIGH	56.9733	62.208	5.235	39.4654	51.950	12.485
ESSEX	EAST ORANGE	EAST ORANGE HIGH	48.4906	57.372	8.882	38.3444	44.411	6.066
ESSEX	EAST ORANGE	LINCOLN	59.8291	82.648	22.819	53.2468	77.626	24.379
ESSEX	EAST ORANGE	MM. S. MARY, SR. M. S	47.9924	71.130	23.137	30.8880	64.854	33.966
ESSEX	EAST ORANGE	NASSAU	57.4074	80.921	23.514	33.7423	56.863	23.120
ESSEX	EAST ORANGE	STOCKTON	67.0213	79.951	12.829	51.5957	79.104	27.509
ESSEX	EAST ORANGE	WASHINGTON	65.3266	81.481	16.155	41.7910	70.370	28.579
ESSEX	NEWARK CITY	ALEXANDER ST	61.8026	73.554	11.751	44.6352	74.897	30.262
ESSEX	NEWARK CITY	BELMONT-RUNYON	63.7255	49.091	-14.635	39.2157	30.909	-8.307
ESSEX	NEWARK CITY	BRAGAW AVE	54.6875	61.677	6.989	41.3613	45.509	4.148
ESSEX	NEWARK CITY	CAMDEN STREET	50.0000	65.385	15.385	36.5854	37.179	0.594
ESSEX	NEWARK CITY	CAMDEN MIDDLE	31.1966	54.464	23.268	30.7692	47.111	16.342
ESSEX	NEWARK CITY	CHANCELLOR AVE	51.6667	80.451	28.784	36.0656	51.493	15.427
ESSEX	NEWARK CITY	CHANCELLOR AVE ANNEX	62.9921	59.813	-3.179	31.4961	30.189	-1.307
ESSEX	NEWARK CITY	CLEVELAND	54.3478	60.479	6.131	49.7268	53.293	3.567
ESSEX	NEWARK CITY	CLINTON AVE	75.3425	65.333	-10.009	63.0137	69.000	4.986

LPR SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
ESSEX	NEWARK CITY	EIGHTEENTH AVE	54.8511	75.1905	21.3394	70.1389	80.159	10.020
ESSEX	NEWARK CITY	ELLIOTT ST	37.0588	61.1111	24.0523	27.8107	56.250	28.439
ESSEX	NEWARK CITY	FIFTEENTH AVE	51.9126	56.6879	4.7753	37.9121	45.860	7.948
ESSEX	NEWARK CITY	FIRST AVENUE	60.1852	70.4522	10.4670	60.7477	68.479	7.731
ESSEX	NEWARK CITY	FOURTEENTH AVE	68.7898	86.6667	17.8769	51.5924	71.111	19.519
ESSEX	NEWARK CITY	FRANKLIN	41.8919	50.0000	8.1081	42.7928	55.455	12.662
ESSEX	NEWARK CITY	MADISON	69.1919	88.5246	19.3327	54.4455	80.328	25.782
ESSEX	NEWARK CITY	MAPLE AVENUE	67.2897	83.3333	16.0436	47.6636	89.216	41.552
ESSEX	NEWARK CITY	MAPLE AVENUE ANNEX	87.0968	82.0000	-5.0968	55.6452	58.000	2.355
ESSEX	NEWARK CITY	MARCUS GARVEY	51.3514	69.6970	18.3456	37.8378	72.727	34.889
ESSEX	NEWARK CITY	MARTIN LUTHER KING JR	49.0706	63.0252	13.9546	38.3764	36.134	-2.242
ESSEX	NEWARK CITY	MILLER STREET	47.5524	79.7753	32.2228	54.4455	66.292	11.747
ESSEX	NEWARK CITY	MORTON STREET	59.3407	69.6970	10.3563	41.3043	45.455	4.150
ESSEX	NEWARK CITY	MT VERNON	75.4286	77.1429	1.7143	60.5714	69.540	8.969
ESSEX	NEWARK CITY	NEWTON STREET	47.8873	62.7119	14.8245	40.8451	18.644	-22.201
ESSEX	NEWARK CITY	OLIVER STREET	58.1699	63.4615	5.2916	57.5163	65.385	7.868
ESSEX	NEWARK CITY	RIDGE STREET	74.6835	78.4314	3.7478	61.7834	66.013	4.230
ESSEX	NEWARK CITY	ROBERTO CLEMENTE MIP	45.4545	51.2821	5.8275	37.5000	41.026	3.526
ESSEX	NEWARK CITY	ROSEVILLE AVE	68.5185	95.0000	26.4815	40.7407	45.000	4.259
ESSEX	NEWARK CITY	S. SEVENTEENTH ST	47.1074	57.9592	10.8517	44.2149	42.449	-1.766
ESSEX	NEWARK CITY	SPEEDWAY AVE	65.5914	61.7647	-3.8267	44.0860	36.765	-7.321
ESSEX	NEWARK CITY	SUSSEX AVE	55.6962	59.0717	3.3755	41.3502	45.148	3.797
HUDSON	HARRISON TOWN	WASHINGTON NO 1	65.0000	81.3333	16.3333	63.7500	86.667	22.917

LPR SCHOOLS

COUNTY	DISTRICT	BUILDING	% '80 Reading	% '81 Reading	Difference	% '80 Math	% '81 Math	Difference
HUDSON	HOBOKEN CITY	HOBOKEN HIGH	50.5762	60.9415	10.3653	57.1975	72.031	14.8336
HUDSON	HOBOKEN CITY	SADIE F LEINKAUF NO 8	49.3827	50.6647	1.2820	51.2500	65.333	14.0833
HUDSON	JERSEY CITY	NUMBER 23	45.2128	61.7986	16.2759	60.0000	59.350	-0.6504
HUDSON	JERSEY CITY	NUMBER 34	32.0988	61.4286	29.3298	42.5926	63.571	20.9788
HUDSON	JERSEY CITY	NUMBER 35	74.1935	79.3103	5.1168	80.6452	79.310	-1.3349
HUDSON	JERSEY CITY	RAFAEL DE J CORDERO	35.4680	59.5745	24.1065	32.8123	62.766	30.2536
HUDSON	JERSEY CITY	JOTHAM W WAKEMAN 6	62.8415	94.4056	31.5641	69.7297	97.902	28.1724
MERCER	TRENTON CITY	ROBBINS	66.2252	72.0721	5.8469	75.3333	77.477	2.1441
MIDDLESEX	PERTH AMBOY CITY	NUMBER 10	68.8525	73.4694	4.6169	50.8197	79.592	28.7722
MIDDLESEX	PERTH AMBOY CITY	ROSE A GALVIN	93.5364	86.9565	3.3202	65.4545	89.130	23.6759
MONMOUTH	NEPTUNE TWP	GREEN GROVE	91.8919	97.5610	5.6691	56.7568	100.000	43.2432
SALEM	PENNS GRV CARNEYS PT REG	PENNS GROVE MIDDLE	67.0520	75.4098	8.3578	64.1618	69.399	5.2371
SALEM	SALEM CITY	JOHN FENWICK	90.8163	92.6606	1.8442	67.3469	80.734	13.3870
UNION	ELIZABETH CITY	NUMBER 4 T ROOSEVELT	45.4545	93.3333	47.8788	43.1818	96.026	52.8447
UNION	LINDEN CITY	NUMBER 5	78.2051	95.7143	17.5092	62.8205	97.143	34.3223